DOCUMENT RESUME

ED 447 036 SO 032 264

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TITLE Visual Arts Performance Standards at Grades 4, 8 and 12 for North Dakota Visual Art Standards and Benchmarks.

INSTITUTION North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE 2000-09-00
NOTE 21p.; For a companion document, "North Dakota Visual Arts Content Standards," see SO 032 265.
AVAILABLE FROM North Dakota Department of Public Instruction, Central Services, State Capitol, 11th Floor, 600 East Boulevard Avenue, Bismarck, ND 58505-0440; Tel: 701-328-2272; Fax: 701-328-2461; Web site: (http://www.dpi.state.nd.us/).
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Standards; Art Activities; *Benchmarking; Elementary Secondary Education; Performance Based Assessment; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation; *Visual Arts
IDENTIFIERS *North Dakota

ABSTRACT

This document outlines the performance standards for visual arts in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. Each grade level is measured by the following standards: (1) Media, Techniques and Processes; (2) Structure and Function; (3) Subject Matter, Themes, Symbols, and Ideas in Visual Art; (4) Visual Art History and Culture; (5) Merits of Visual Art; and (6) Connections. The document then outlines (in separate sections) performance standards in detail for grades K-4, 5-8, and 9-12. (BT)

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ED 447 036

Visual Arts Performance Standards At Grades 4, 8 and 12 for NORTH DAKOTA VISUAL ART STANDARDS AND BENCHMARKS

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SO 032 264

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September 2000

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PREFACE

This document is a companion to the **North Dakota Visual Arts Content Standards** (2000) and provides description of various levels of student performance and achievement in relation to the state content standards.

North Dakota educators wrote four levels of performance for each benchmark. Level 4 describes and advanced proficiency; Level 3, proficient; Level 2, partially proficient; and Level 1, novice. Level 3, proficient, describes what state educators hold to be the state standard, a high, yet achievable performance that can be expected of most of our students. Although a " 0 " Level is not indicated in the document, if a student does not respond in any way, they achieve no Level placement.

These performance standards are designed to be used with content standards in all disciplines, not just the Arts. Ideally, the Arts should be embedded into the curriculum of all subject areas.

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DEFINITIONS

Content Standards – A description of what students should know and be able to do within a particular discipline or content domain.

Benchmarks – A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (e.g., 4th grade, 8th grade, 12th grade).

Performance Activity – An activity that allows students to demonstrate knowledge of the standard.

Performance Standard – The expected or required level of student performance or understanding. This may be identified within a set of rubrics.

Rubrics (sometimes called Scoring Rubrics) – A set of criteria that describe levels of performance. Rubrics are usually more detailed than PERFORMANCE STANDARDS with specific behavior descriptors. (This document can be used as a tool to develop a set of rubrics.)

MORE ON PERFORMANCE STANDARDS

Performance Standards

- ✓ Provide student with expectations about what will be assessed as well as standards that need to be met.

- ✓ Increase consistency in the rating of performances.

- ✓ Provide "road signs" -- information about where students are in relation to where they need to be.

A FOUR POINT PERFORMANCE STANDARD

4. Demonstrates exemplary performance; *exceeds* performance standard; **advanced proficiency**.

3. Demonstrates solid performance; *meets* State performance standard; **proficient**.

2. Performance is *emerging* or developing toward performance standard; **partially proficient**.

1. Attempt made but there are serious errors; **novice**.

AN EXAMPLE

of what a Content Standard, Benchmark, and Performance Standard looks like. (See p. 13)

Standard 2: STRUCTURE* AND FUNCTION*
Benchmark 8.2.1

Students understand how works of art are structured and how visual art has a variety of functions*.

8.2.1 Know the effects of visual art* structures* and functions*.

Level 4: Student identifies and evaluates the elements and principles of design to express a specific meaning and functions* in works of art.

Level 3: Student identifies the elements and principles of design and their functions* in works of art.

Level 2: Student demonstrates some understanding of the elements and principles and design and their functions* in works of art.

Level 1: Student attempts to recognize the elements and principles and their functions* in works of art.

*** (**Performance Standard Level 3** is the North Dakota State Standard; examples of various levels of student performances are found in the State Scoring Manuals or can be selected from student performances by teachers or groups of teachers.)

LEVEL 4 through LEVEL 1 represent a **PERFORMANCE STANDARD. PERFORMANCE STANDARDS** can be written by teachers or students.

Performance Standards
Grades K-4

NORTH DAKOTA VISUAL ARTS CONTENT STANDARDS
EXAMPLES OF GRADES K-4 PERFORMANCE STANDARDS

Standard 1: MEDIA, TECHNIQUES AND PROCESSES
Students understand and apply media*, techniques* and processes*.

4.1.1 Know differences between visual art media.
Level 4: Student creates a work of art that demonstrates creative problem solving processes in two or three-dimensional media.
Level 3: Student produces a work of art in two or three-dimensional media that demonstrates an understanding of the properties of the chosen medium.
Level 2 Student produces a work of art in two or three-dimensional media that demonstrates an understanding of some of the properties of the chosen medium.
Level 1: Student attempts to produce a work of art in two or three-dimensional media.

4.1.2 Know the different techniques used to create visual art.
Level 4: Student applies creative and innovative techniques while producing a work of art.
Level 3: Student chooses appropriate use of varied techniques while producing a work of art.
Level 2: Student shows some understanding of a variety of techniques while producing a work of art.
Level 1: Student attempts, but has limited understanding, of the techniques in producing a work of art.

4.1.3 Know differences between visual art processes:
Level 4: Student employs and expresses their ideas through a variety of visual art processes.
Level 3: Student explores and uses different visual art processes.
Level 2: Student recognizes various visual art processes, but shows some difficulties with their application.
Level 1: Student attempts to recognize and apply various visual art processes in a work of art.

4.1.4 Know how different visual art materials, techniques, and processes cause different responses.
Level 4: Student integrates a variety of visual art material, techniques, and processes to elicit different responses.
Level 3: Student employs visual art materials, techniques, and processes to elicit different responses.
Level 2: Student employs some visual art materials, techniques, and processes while attempting to elicit a specific response.
Level 1: Student attempts to use visual art materials, techniques, and processes.

4.1.5 Know how different visual art media, techniques, and processes are used to communicate ideas, experiences, and stories.

Level 4: Student applies a creative and innovative variety of visual art media, techniques and processes to elaborate and express idea, experiences, and stories.
Level 3: Student explores and uses a variety of visual art media, techniques and processes to express ideas, experiences and stories.
Level 2: Student employs some use of visual art media, techniques and processes to develop ideas, experiences and stories.
Level 1: Student attempts to use visual art media, techniques and processes to express ideas.

4.1.6 Use visual art materials and tools in a safe and responsible manner.
Level 4: Student takes initiative to handle visual art materials and tools in a safe and responsible manner.
Level 3: Student follows procedures in handling visual art materials and tools in a safe and responsible manner.
Level 2: Student sometimes follows procedures in handling visual art materials and tools in a safe and responsible manner.
Level 1: Student attempts to handle visual art tools and materials in a safe and responsible manner.

Standard 2: STRUCTURE AND FUNCTION

Students understand how works of art are structured and how visual art has a variety of functions*.

4.2.1 Know the differences among visual art structures and functions.
Level 4: Student identifies and discusses the elements and principles of design to express ideas, subjects and functions in works of art.
Level 3: Student identifies the elements and principles of design, some ideas, and functions in works of art.
Level 2: Student identifies some of the elements and principles of design and functions in works of art.
Level 1: Student attempts to recognize the elements and principles of design and functions in works of art.

4.2.2 Know how expressive images cause different responses and communicate ideas.
Level 4: Student demonstrates the use of expressive imagery while explaining the ideas and responses communicated through works of art.
Level 3: Student identifies various images and understands the responses they communicate through works of art.
Level 2: Student identifies some of the various images for the ideas or responses they communicate through works of art.
Level 1: Student attempts to form responses in identifying the ideas and meanings in works of art.

4.2.3 Use visual art structures and functions of works of art to communicate ideas.
Level 4: Student identifies and applies the elements and principles of design to express a specific function in a work of art.
Level 3: Student identifies the elements and principles of design and the functions of a work of art.
Level 2: Student identifies some of the elements and principles of design and the functions of a work of art.
Level 1: Student attempts to identify the principles of design and the functions of a work of art.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS IN VISUAL ART

Students know a range of subject matter*, symbols*, and ideas.

4.3.1 Understand how a variety of subjects, themes, symbols and ideas are incorporated in a selection of works of art.
Level 4: Student identifies and discusses subjects, themes, symbols and ideas in works of art.
Level 3: Student identifies subjects, themes, symbols and ideas that are incorporated in works of art.
Level 2: Student identifies some subjects, themes, symbols and ideas in works of art but not always correctly.
Level 1: Student attempts to identify subjects, themes, symbols and ideas in works of art.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts in relation to history and culture.

4.4.1 Know that visual art has both a history and specific relationship to various cultures.
Level 4: Student examines and identifies works of art from a specific culture or period.
Level 3: Student studies works of art from another culture or period.
Level 2: Student observes works of art from another culture or period.
Level 1: Student attempts to recognize works of art from another culture or period.

Standard 5: MERITS OF VISUAL ART

Students understand the characteristics and merit of one's own artwork and the artwork of others.

4.5.1 Know various purposes for creating works of art.
Level 4: Student knows and compares various purposes for creating works of art.

Level 3: Student recognizes the various purposes for creating works of art.
Level 2: Student is aware of but shows limited understanding of the purposes for creating works of art
Level 1: Student attempts to recognize the purposes for creating works of art.

4.5.2 Know that works of art can elicit different responses.
Level 4: Student describes and compares works of art for different responses.
Level 3: Student recognizes how works of art can elicit different responses.
Level 2: Student shows limited recognition for the responses that works of art can elicit.
Level 1: Student attempts to recognize responses that works of art can elicit.

Standard 6: CONNECTIONS

Students make connections between the visual arts and other disciplines.

4.6.1 Know the similarities and differences between the visual arts and other arts disciplines (performing arts*, literature, practical arts*).
Level 4: Student identifies and compares similarities and differences between visual art and other arts disciplines.
Level 3: Student identifies the similarities and differences between visual art and other arts disciplines.
Level 2: Student identifies a limited number of similarities and differences between visual art and other arts disciplines.
Level 1: Student attempts to identify the similarities and differences between visual art and other arts disciplines.

4.6.2 Know connections between the visual arts and other disciplines in the curriculum.
Level 4: Student identifies and explains connections between the visual art and other disciplines.
Level 3: Student identifies most connections between the visual arts and other disciplines.
Level 2: Student identifies a limited number of connections between the visual arts and other disciplines.
Level 1: Student attempts to identify connections between the visual arts and other disciplines.

Performance Standards
Grades 5-8

SUMMARY OF GRADES 5-8 BENCHMARKS

Standard 1: MEDIA, TECHIQUES AND PROCESSES

Students understand and apply media*, techniques and processes*.

8.1.1 Understand differences between visual art media.
Level 4: Student creates works of art that demonstrates creative problem solving processes in two or three-dimensional media.
Level 3: Student produces a work of art in two or three-dimensional media that demonstrates an understanding of the properties of the chosen medium.
Level 2: Student produces works of art in two or three-dimensional media that demonstrates an understanding of some of the properties of the chosen medium.
Level 1: Student attempts to produce a work of art in two or three-dimensional media.

8.1.2 Understand the different techniques used to create visual art.
Level 4: Student applies creatively and innovatively using a variety of techniques while producing visual art.
Level 3: Student applies appropriate use of varied techniques while producing visual art.
Level 2: Student learns some of the techniques while producing visual art.
Level 1: Student understands some but not all the techniques while producing visual art.

8.1.3 Understand differences between visual art processes.
Level 4: Student employs and expresses ideas through a variety of visual art processes.
Level 3: Student explores and uses different visual art processes.
Level 2: Student recognizes some visual art processes.
Level 1: Student shows limited recognition of various visual art processes.

8.1.4 Understand how different visual art materials, techniques and processes are used to communicate ideas, experiences and stories.
Level 4: Student integrates a variety of visual art materials, techniques and processes to elicit different responses.
Level 3: Student employs visual art materials, techniques and processes to elicit different responses.
Level 2: Student employs some visual art materials, techniques and processes while attempting to elicit a specific response.
Level 1: Student attempts to use visual art materials, techniques and processes to elicit a response.

8.1.5 Understand how different visual art media, techniques and proceses are used to communicate ideas, experiences and stories.

Level 4: Student explores and elaborates with a variety of visual art materials, techniques or processes to express ideas, experiences and stories.
Level 3: Student explores a variety of visual art materials, techniques, or processes to express ideas, experiences and stories.
Level 2: Student employs some use of visual art materials, techniques and processes to develop ideas, experiences or stories.
Level 1: Student attempts to use visual art materials, techniques, and processes to express an idea.

8.1.6 Use visual art materials and tools in a safe and responsible manner.
Level 4: Student takes initiative to handle visual art materials and tools in a safe and responsible manner.
Level 3: Student follows procedures in handling visual art materials and tools in a safe and responsible manner.
Level 2: Student sometimes follows procedure in handling visual art materials and tools in a safe and responsible manner.
Level 1: Student attempts to handle visual art materials and tools in a safe and responsible manner.

Standard 2: STRUCTURE AND FUNCTION

Students understand how works of art are structured and how visual art has a variety of functions*.

8.2.1 Know the effects of visual art structures and functions.
Level 4: Student identifies and evaluates the elements and principles of design to express meanings and functions in works of art.
Level 3: Student identifies the elements and principles of design and their functions in works of art.
Level 2: Student demonstrates some understanding of the elements and principles of design and their functions in works of art.
Level 1: Student attempts to recognize the elements and principles and their functions in works of art.

8.2.2 Analyze and understand visual art organizational structures and what makes them effective or ineffective in the communication of ideas.
Level 4: Student uses art criticism skills to study and analyze the meaning within works of art.
Level 3: Student uses art criticism skills to study works of art.
Level 2: Student demonstrates some skills of art criticism to study works of art.
Level 1: Student attempts to use art criticism skills to study works of art.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS IN VISUAL ART

Students know a range of subject matter*, symbols*, and ideas*.

8.3.1 Understand how to apply subjects, themes, symbols and ideas in works of art to communicate ideas.
Level 4: Student identifies, applies and discusses how subjects, themes, symbols and ideas are communicated in a work of art..
Level 3: Student identifies and applies how subjects, themes, symbols and ideas are communicated in a work of art.
Level 2: Student identifies and applies with little understanding how subjects, themes and symbols and are communicated in a work of art.
Level 1: Student attempts to identify and apply subjects, themes, symbols and ideas that are communicated in a work of art.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts in relation to history and culture.

8.4.1 Understand the characteristics of works of art in various eras and cultures.
Level 4: Student examines and compares various characteristics of works of art from various eras and cultures.
Level 3: Student identifies and describes most characteristics of works of art from various eras and cultures.
Level 2: Student identifies and describes some characteristics of works of art from various eras and cultures.
Level 1: Student attempts to identify and describe works of art from various eras and cultures.

Standard 5: MERITS OF VISUAL ART

Students understand the characteristics and merit of one's own artwork and the artwork of others.

8.5.1 Understand various purposes for creating works of art.
Level 4: Student understands and describes various purposes for creating works of art.
Level 3: Student knows various purposes for creating works of art.
Level 2: Student recognizes some purposes for creating works of art.
Level 1: Student lacks recognition for the purposes of creating works of art.

8.5.2 Understand how one's own work of art may elicit a variety of responses.
Level 4: Student understands and describes how works of art elicit a variety of responses.

Level 3: Student identifies how works of art may elicit a variety of responses.
Level 2: Student shows some ability to recognize how works of art may elicit a variety of responses.
Level 1: Student attempts to recognize how works of art may elicit a variety of responses.

Standard 6: CONNECTIONS

Students make connections between the visual arts and other disciplines.

8.6.1 Understand the similarities between visual art and other arts disciplines (performing arts*, literature, practical arts*) that share similar themes, historical period, or cultural context.
Level 4: Student identifies, compares and discusses the similarities between visual art and other arts disciplines.
Level 3: Student identifies and discusses the similarities between visual art and other arts disciplines.
Level 2: Student identifies some of the similarities between visual art and other arts disciplines.
.Level 1: Student attempts to identify similarities between visual art and other arts disciplines.

8.6.2 Understand the relationship between the visual arts and other disciplines in the curriculum.
Level 4: Student identifies and discusses the relationship between visual arts and other disciplines.
Level 3: Student identifies relationships between visual arts and other disciplines.
Level 2: Student recognizes some relationships between visual arts and other disciplines.
Level 1: Student attempts to recognize relationships between visual arts and other disciplines.

Performance Standards
Grades 9-12

SUMMARY OF GRADES 9-12 BENCHMARKS

Standard 1: MEDIA, TECHNIQUES AND PROCESSES

Students understand and apply media*, techniques* and processes*.

12.1.1 Use visual art media, techniques and processes to accomplish a purpose in their own works of art.

Level 4: Student creates works of art that demonstrates creative problem solving processes in two or three-dimensional media.
Level 3: Student produces works of art in two or three-dimensional media that demonstrates an understanding of the properties of the chosen medium.
Level 2. Student produces a work of art in two or three-dimensional media that demonstrates an understanding of some of the properties of the chosen medium.
Level 1: Student attempts to produce a work of art in two or three-dimensional media.

12.1.2 Understand how to create works of visual art that communicate an idea in one or more visual art media.

Level 4: Student applies a variety of visual art materials, techniques and processes to elaborate and determine ideas, experiences and stories.
Level 3: Student examines a variety of visual art materials, techniques and processes to express ideas, experiences and stories.
Level 2: Student employs some use of visual art materials, techniques and processes to develop ideas, experiences and stories.
Level 1: Student attempts to use visual art materials, techniques and processes to express ideas.

12.1.3 Use visual art materials and tools in a safe and responsible manner.

Level 4: Student takes the initiative to handle visual art materials and tools in a safe and responsible manner.
Level 3: Student follows safe procedures in handling visual art materials and tools in a safe and responsible manner.
Level 2: Student sometimes follows safe procedures in handling visual art materials and tools in a safe and responsible manner.
Level 1: Student attempts to handle visual art tools and materials in a safe and responsible manner.

Standard 2: STRUCTURE AND FUNCTION

Students understand how works of art are structured and how visual art has a variety of functions.

12.2.1 Understand how the visual art structures and functions are used to accomplish personal, commercial, societal, or other art intentions.

Level 4: Student identifies and evaluates elements and the principles of design to enhance the expression for a specific meaning or function in a work of art.

Level 3: Student identifies and compares the elements and principles of design and their functions in the development of a work of art.

Level 2: Student demonstrates an understanding for the elements and principles of design and their functions in works of art.

Level 1: Student demonstrates some ability to recognize the elements and principles of design and their functions in works of art.

12.2.2 Analyze and understand visual art organizational structures and what makes them effective or ineffective in the communication of ideas.

Level 4: Student uses visual art criticism skills while studying and analyzing the meaning within works of art.

Level 3: Student uses visual art criticism skills to study works of art.

Level 2: Student demonstrates visual art criticism skills to study works of art.

Level 1: Student attempts to use visual art criticism skills to study works of art.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS AND IDEAS IN VISUAL ART

Students know a range of subject matter, symbols and ideas.

12.3.1 Understand how to interpret, integrate and apply subjects, themes, symbols and ideas in works of art.

Level 4: Student identifies, applies and evaluates how subject, themes, symbols and ideas are communicated in one or more works of art.

Level 3: Student identifies, applies and discusses subjects, themes, symbols and ideas that are communicated in works of art.

Level 2: Student identifies, applies and discusses with limited understanding subjects, themes, symbols and ideas communicated in works of art.

Level 1: Student attempts to identify and apply subjects, themes, symbols and ideas but lacks understanding.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts in relation to history and culture.

12.4.1 Understand works of art among a variety of historical and cultural contexts in terms of characteristics, functions and purposes of visual art.
Level 4: Student examines, compares and evaluates various characteristics of works of art.
Level 3: Student identifies and compares characteristics of works of art from various eras and cultures.
Level 2: Student identifies and describes some characteristics of works of art from various eras and cultures.
Level 1: Student attempts to identify and describe works of art from various eras and cultures.

12.4.2 Understand relationships among works of art in terms of history, aesthetics and cultures.
Level 4: Student compares and explains the historical and cultural context in reference to works of art.
Level 3: Student compares the historical and cultural context in reference to works of art.
Level 2: Student identifies the historical and cultural context in reference to works of art.
Level 1: Student attempts to identify the historical and cultural context in reference to works of art.

Standard 5: MERITS OF VISUAL ART
Students understand the characteristics and merit of one's own works of art and the visual artwork of others.

12.5.1 Understand various intentions of those creating works of art.
Level 4: Student understands and evaluates the intentions for creating works of art.
Level 3: Student understands the intentions for creating works of art.
Level 2: Student understands some intentions for creating works of art.
Level 1: Student attempts to recognize intentions for creating works of art.

12.5.2 Understand how works of art are created and their relationships to historical and cultural contexts.
Level 4: Student identifies and compares how a work of art is created and relates to its historical and cultural context.
Level 3: Student identifies and discusses how a work of art is created and relates it to its historical and cultural context.
Level 2: Student shows some ability to decide how a work of art is created or how to relate it to historical and cultural context.
Level 1: Student attempts to decide how a work of art is created or placed in historical and cultural context.

12.5.3 Understand how one's own work of art has purpose and meaning.
Level 4: Student identifies and evaluates the purpose and meaning of a work of art.
Level 3: Student identifies the purpose and meaning of a work of art.
Level 2: Student shows some recognition for the purpose and meaning of a work of art.
Level 1: Student attempts to recognize the purpose and meaning of a work of art.

Standard 6: CONNECTIONS

Students make connections between the visual arts and other disciplines.

12.6.1 Understand and compare the similarities between the visual arts and the other arts disciplines (performing arts*, literature, practical arts*) that show common themes, historical periods and cultural context.
Level 4: Student identifies, evaluates and discusses similarities and differences between visual art and other arts disciplines.
Level 3: Student identifies most of the similarities between visual art and other arts disciplines.
Level 2: Student recognizes some of the similarities between visual art and other arts disciplines.
.Level 1: Student attempts to identify similarities between visual art and other arts disciplines.

12.6.2 Understand and compare the relationship between the visual arts and other disciplines in the curriculum.
Level 4: Student identifies, evaluates and discusses the relationship between visual art and other disciplines.
Level 3: Student identifies and evaluates the relationship between visual art and other disciplines.
Level 2: Student identifies some relationship between visual art and other disciplines.
Level 1: Student attempts to recognize the relationship between visual art and other disciplines.